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REPORTS
OF THE
TREASURER

AND

THE SUPERINTENDING SCHOOL COMMITTEE,

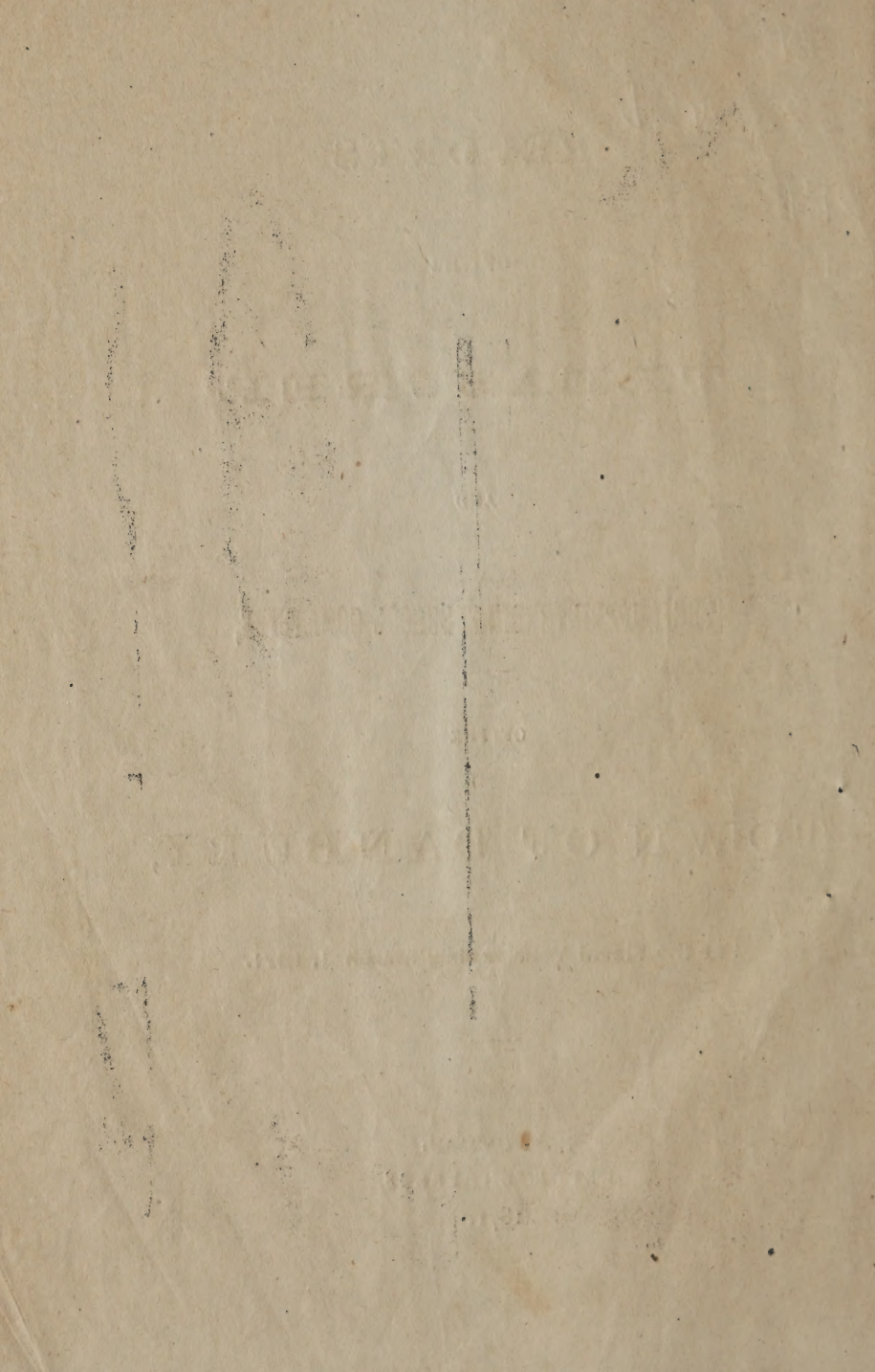
OF THE

TOWN OF DANBURY,

For the Fiscal Year ending March 1, 1871.

EAST CANAAN:
REPORTER PRESS.

1871.



TREASURER'S REPORT.

To the Auditors of the town of Danbury.

The Treasurer of said town hereby submits a report of his financial transactions for the year ending March 1st, 1871.

RECEIPTS.

Cash in the treasury as reported March 1st, 1870.....	\$553 48
Received of George N. Ford.....	100 00
“ Aaron S. Morrison.....	50 00
“ Mrs. Mary A. Simonds.....	200 00
“ Sewell M. Rollins.....	100 00
“ Mrs. Emily Connell.....	90 00
“ Weld Connell.....	90 00
“ Robert S. French.....	100 00
“ John C. Pillsbury.....	200 00
“ Mrs. Nancy A. Eastman.....	560 00
“ County pauper bills.....	237 24
Savings Bank tax.....	338 12
Railroad tax.....	412 35
Literary fund.....	52 49
Town hall agent.....	3 50
Parsonage interest.....	27 62
Literary interest.....	4 00
Edwin Litchfield collector for 1869.....	96 59
“ “ by abatements.....	7 26
Edwin Litchfield collector for 1870.....	2730 00
by Abatements.....	51 55

\$6004 20

DISBURSEMENTS.

Paid Literary fund for 1869.....	\$28 53
" " " 1870.....	157 52
" Parsonage fund 1869.....	11 47
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	\$177 52

COUNTY PAUPERS.

Paid for support of Thomas Field.....	\$77 14
" " Priscilla Smith.....	40 98
" " Polly Peirce	13 59
Transient paupers	10 25
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	\$141 96

TOWN PAUPERS.

Paid for support of John Peters family 1869	\$24 79
" " John Peters " 1870	168 16
" " Hiram Stevens	75 46
J. W. Roby	24 28
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	\$292 69

HIGHWAYS.

Paid for repairing roads and bridges	\$246 56
" " breaking roads 1869	52 93
watering troughs	8 00
building new highway	149 10
land damage on new highway	166 00
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	\$622 59

MISCELLANEOUS ITEMS.

Paid L. J. Hubbard damage by dogs	\$5 00
" Ephriam Sargent "	3 00
" Anthony Taylor "	3 00
" G. S. Sanders "	5 00
" J. S. Rand "	3 00
H. S. Davis Registering Births & deaths	2 50
H. S. Davis damage on horse	6 67
Referees on S. P. Haskins colt	2 25
S. P. Haskins damage on colt	18 33
E. Easton damage on wagon	3 00
C. Butrick " "	2 00

" E. T. Dudley " on horse & harness	3 00
" E. Litchfield " " harness & gig	3 00

\$59 75

CURRENT EXPENSES.

Paid T. H. Danforth for wood for town hall	\$7 25
" for Stationery	12 72
" I. S. Brown town hall agent	1 00
" " " fitting wood for town hall	2 00
" G. W. Dean for services as Selectman 1869	10 00
" A. Wilkins " " 1869	7 00
" G. W. Dean as Selectman and overseer of poor 1870	64 00
" A. Wilkins as Selectman and overseer of poor "	52 00
" E. Litchfield as Selectman and overseer of poor "	62 00
" E. Litchfield collector for 1870	80 00
" W. T. Norris superintending school committee	30 00
" S. Clark town clerk	12 00
" J. S. Ford as town treasurer	25 00
" J. S. Ford for boarding selectmen	14 00
" G. W. Dean car fare & other expense	8 00
" E. Litchfield expense to Concord to get Literary fund	
Bank and Railroad tax	5 00
" Express on county pauper money	1 00

\$392 97

ABATEMENTS.

Paid by abatements of taxes for 1869.....	\$13 26
" " " 1870.....	58 55

\$71 81

OLD CLAIMS.

Paid J. T. G. Eastman.....	\$60 00
Emmons heirs	227 25
Emmons heirs.....	295 81
Moses Frazier.....	229 63
Baptist Society note.....	1043 66
Cummings Hubbard.....	558 50
Lydia Hubbard.....	558 50
A. D. Castwell.....	222 63
T. H. Damforth Baptist Society interest.....	60 00
Betsy Huntoon.....	12 36

Squire Braley school money district No. 3	42 00
Morrill Currier	20 00
Mrs. M. A. Butrick	20 00
Butterfield & Hill for printing report	28 00
W. T. Norris & S. Clark Auditors 1870,	2 00
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Total.	\$3380 34

NEW CLAIMS.

Paid Weld Connell on note	\$70 00
J. C. Pillsbury	205 17
Mrs. M. A. Simonds,	210 56
S. M. Rollins,	10 00
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Total.	\$495 73

RECAPITULATION.

WHOLE AMOUNT RECEIVED.

Money hired	\$1490 00
Received of State Railroad tax	412 35
“ “ Savings Bank “	338 12
“ “ Literary fund	52 49
“ “ Miscellaneous Items	35 12
“ “ Collector	2885 40
“ “ County	237 24
“ Cash in treasury as reported 1870	553 48
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Total.	\$6004 20

WHOLE AMOUNT DISBURSED.

Paid Literary and parsonage funds	\$177 52
“ County paupers	141 96
“ town paupers	292 69
“ Highways	622 59
“ Miscellaneous items	59 75
Current Expenses	392 97
Abatements	71 81
Old claims	3380 34
New claims	495 73
Cash in the treasuray	368 84
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	\$6004 20

OUTSTANDING DEBTS.

Due George Cole.....	\$1185 2
" Morrill Currier.....	461 71
" Jesse Cole.....	233 70
" Mrs. M. O. Frazier.....	1682 19
" Abel Ford.....	163 98
" John Frazier.....	987 56
" Mrs. D. H. Barney.....	226 96
" J. T. G. Eastman.....	269 66
" J. C. Frazier.....	279 77
" Mrs. Nancy Pillsbury.....	2204 57
" George Cole.....	1298 88
" David Sleeper.....	167 41
" T. E. Clough.....	1352 59
" Miss Lydia Currier.....	303 37
" Andrew Sleeper.....	283 00
" W. N. Barclay Estate.....	121 67
" Mrs. M. F. Barclay.....	181 53
" David Clay.....	73 65
" Miss H. L. Walker.....	220 16
" Mrs. M. Knowlton.....	134 83
" W. D. Crockett.....	644 94
" Mrs. M. A. Crockett.....	382 00
" Mrs. M. A. Butrick.....	63 74
" Nathan Butrick.....	106 00
" I. J. Norris.....	1362 92
" Sewell Dickerson.....	106 04
" Miss Joanna Brown.....	219 87
" Mrs. Eleanor C. Stuart.....	729 90
" J. T. G. Eastman.....	922 41
" R. L. Hazeltine.....	37 74
" J. S. Knowlton.....	119 78
" Mrs. Betsey Huntoon.....	106 00
" J. T. G. Eastman.....	165 36
" Jason Walker.....	838 72
" Emmons Heirs.....	129 74
" Wells Currier.....	276 92
" J. S. Knowlton.....	109 18
" Isaac Jones.....	109 18
" Emmons Heirs.....	194 36
" George A. Ford.....	106 00
" Miss M. J. Robinson.....	162 18
" George Cole.....	636 00

" Isaiah Langley.....	69 96
Mrs. M. L. Currier.....	132 50
" J. L. Langley.....	477 00
" Aaron S. Morrison.....	52 50
" S. M. Rollins.....	95 00
" Weld Connell.....	22 00
Emily Connell.....	94 00
Robert S. French.....	105 00
Mrs. Nancy A. Eastman.....	585 20
John Frazier.....	298 20
Parsonage interest.....	27 61
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	\$21320 91

OUTSTANDING CREDITS.

Due from Edwin Litchfield Collector for 1870.....	\$474 67
" County pauper bills.....	141 96
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	\$616 63
Whole amount of debts outstanding.....	\$21320 91
Deducting Credit.....	616 63
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	\$20704 28
Deducting cash in treasury.....	368 84
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	\$20335 44
Whole amount of indebtedness of the town March 1st,	
1871 above available assets.....	\$20335 44
Reduced the indebtedness of the town.....	\$1019 79
JOHN S. FORD, Treasurer of Danbury.	

We hereby certify that we have examined the foregoing Treasurer's report to us and found the same correctly cast and satisfactorily vouched.

ISAAC JONES,	}	AUDITORS.
J. C. WEBSTER,		
J. S. KNOWLTON,		

Paid State Tax.....	\$1248 00
County "	794 47

PAID THE SCHOOL DISTRICTS AS FOLLOWS.

District No. 1.....	\$63 83
" " 2.....	23 09
" " 3	11 79
" " 4	69 03
" " 5.....	37 84
" " 6	119 24
" " 7	63 55
" " 8	49 94
" " 9.....	47 19
" " 10.....	29 03
" " 1 in Grafton.....	10 47
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	\$525 00

EDWIN LITCHFIELD, Collector for the year 1870.

REPORT

OF THE

SUPERINTENDING SCHOOL COMMITTEE.

STATISTICS.

STUDENTS ATTENDING TO

No. District.	Term.		Name of Teacher.	No. weeks School.	Students Attending To									
	Season.				Whole No Scholars.	Reading.	Spelling.	Pennmanship.	Arithmetic.	Grammar.	Geography.	Composition.	Physiology.	Book Keeping.
1	Summer.		Miss. — Rollins.											
	Winter.		Stillman Clark.	6	19	19	19	10	15	3	9			
2	Winter.		Annette L. Person.	6	8	8	8	4	4	1	1			1
3	Summer.		Sarah F. Follansbee.	7	9	9	9	3	3				1	
	Winter.		" " Ella E. Sanders.	8	9	9	9	2	4					
4	Summer.		Sarah M. French.	6	9	9	5	2	5		3			
	Winter.		James T. Jackson.	8	20	20	20	5	17	6	5		2	1
5	Summer.		Plooma A. Messer.	7	10	10	10	9	9	4	6			
	Winter.		Stillman Clark.	6	16	16	16	10	14	3	9			
6	Summer.		Abbie J. Follansbee.	5	40	40	40	14	23	2	8	1	3	
	Winter.		Luther M. Jackson.	13	47	47	47	23	38	9	21		2	
7	Summer.		Lizzie J. Taylor.	8	24	24	24	15	16	2	5			
	Winter.		C. A. Wilson and others.	7	23	23	23	12	17	3	5			
8	Summer.		H. Jennie Buswell	6	8	8	8	2	3	1	2			
	Winter.		" " "	10 1-2	12	12	12	5	7	1	3		1	
9	Summer.		Ervilla S. Barney.	8	13	13	13	10	11	1	10			
	Winter.		Celestia R. Eastman.	4	14	14	14	7	7	1	2	2		
10	Summer.		Mary E. Jones.	7	9	9	9	5	7	1	3			
	Winter.		Miss A. C. Pattee.	6	7	7	7	3	7		3			

SUGGESTIONS.

Our schools have taken a wide range of comparative merit, from very good to very bad. In districts number four and five the winter terms verged the former, and six and seven, the summer terms touched the latter degree. All the rest took up intermediate positions, more or less, and some of them very little removed from one or the other extreme. On the whole, all things considered, with not too high a standard, the good ones decidedly predominated.

Good schools ought to be the rule, with bad ones, if at all, only as rare exceptions. And almost the entire responsibility of a bad school rests on the teacher. Much is said now a days about the lack of cooperation of parents. But this is no excuse at all. It is the merest subterfuge. Parents do the best they can, but if all of them did their whole duty our common schools would hardly be needed. Our government is representative in all departments, and the teacher stands *in loco parentum* in that of public instruction, put there to correct the faults of their partiality and incapacity. What excuse, then, that he encounters just what the institution was designed to remedy? What if the lawyer complained of the ignorance of his clients as to the laws. It's that very ignorance gives him his vocation and makes it respected. Good teachers seldom have bad schools. Poor teachers never have good ones. What is wanted and all need be expected of parents is to make their children mind as well as they can at home, select good teachers, and then fix the responsibility where it properly belongs by a wise policy of non-intervention.

But how define a good teacher? Many essential qualities of one may be easily mapped out, but the subtle combination of them to insure success eludes delineation.

Good scholars don't always make good teachers. Capacity to receive and to impart instruction in like and large measure are not often found in company. Genius may find out and blaze new paths, and be a very poor guide for the masses. It goes too fast, taking too few points of observation, and these only the loftiest peaks and largest streams. Over the whole route thus rudely marked out, a way has to be cast up for the common mind to walk in, hedged on both sides, with finger-boards at every angle. "Aptness to teach," is the ability to conduct all classes of minds along this highway, at rates of speed graded to each several capacity.

Want of sympathy and patience with the dull ones is apt to be fatal, and no where else is it truer than in this relation, that "a fellow-feeling makes us wond'rous kind. No good teacher forgets the

"day of small things," "when he was a child and thought as a child." In no haste to put away childish things, he retains a lively sense of the stumbling-blocks of his youth, subtending though they be to less and less angles, more and more they are left behind.

But the teacher must know more than he is to teach. Branches of learning, as the metaphor implies, overhang each other around a parent stock, and are fed from the same roots by a common circulation. Count ten and you exhaust the Arabic notation. All else in the system is tens and combinations of tens. Hence the axiom the greater always includes the less—the fountain of ratios and equations. Extend this abstract numerical axiom and its kin to things, and you have the concrete maxims of the syllogism, or "rule of three" in logic. All the sciences abound in kindred analogies for mutual illustrations, and they must be within easy command of who ever would be master of the situation. And like an able captain he must keep his forces well in hand, but never think of fighting out much of a campaign on a single line.

Good teachers need a fine ear and good vocal organs. Language is the first and great thing to be learned. It is the medium of mental intercourse, and the corner stone of all other learning. External communication of mind with mind is but half its mission. It is an internal vehicle of the faculties, most so of reason, perhaps, but largely of memory. Men use it to think as well as to speak. We have twenty six letters, with their marks of variations, representing forty odd sounds. Letters are stereotyped and perpetuated. But sounds can't be retained. No impression of them can be taken by art. Nature's tympanum is their only known depository. And they must be transmitted, more or less perfect, from ear to ear by the organs of speech, like traditions and legendary lore before the art of printing.

Good teachers expect to work. Their office is no sinecure, and they know it. Nor must they be confined too much to books. They must be good talkers, not voluble nor to laconic, but to the point, with all the rudiments of language, history, geography and computation at the end of their tongues. We don't have half enough oral teaching. Books are inert, with no power of adaptation. It is one way or more. Highways are useful, as we have seen, to the stranger indispensable, or to the native that can't see an inch from his nose, but one "to the manor born," who knows the crooks and turns, can often cut across lots and make a saving of time and distance. Children can't all alike "feed of the dainties that are bred in books. "Much study is a weariness of the flesh" to many a little fellow. Nature wisely provides for division of labor. No two are endowed

exactly alike, nor can both be modeled after the same inflexible pattern. One presents a mental cavity to be filled, another, a thinking machine to be set in motion and guided. One is a model of propriety, the other, a very imp of mischief. We like the rogue or romp. It takes a little sprinkling of the devil to make an angel agreeable. But every one to his fancy. And then all of them have their moods, and order must be worked out of confusion. Sulks predominate today, giggles to-morrow. Getting up wrong end first and coming to school to get righted, and most of them chips of the old blocks, the teacher homesick and out of sorts, been snubbed or got the "mitten," and all off the hooks—it is now a loutish blunder or cunning trick of roguery raises an awful tempest in the stagnant atmosphere of a dull afternoon recitation.

Good male teachers ought to be at home in the business, not wayfarers turned in here for aid to other professions. Incipient political aspirations may then be diverted. Every little boy of good parts wont then be taking his cue from political fledgelings. Inordinate ambition is the bane of our institutions, and the cure of it must begin at the fountains. Other marks of higher prizes need to be held up and pointed out. Better be an honest man than President. "Greater is he that rules his spirit" than he that took Richmond. And if politicians don't mend their manners, honest men will be compelled to seek the port of honor in a private station and shun Congress next after the Penitentiary. And may not our teachers by "a word fitly spoken" seek to dignify labor and honest toil in whatever avocation; Man's normal condition is labor, and necessity is the mother of energy as well as of invention. It is a pernicious old notion, and ought to be obliterated, that this work-a-day world of ours is a sort of penal colony, and man in it an exiled sojourner away from his native indolence. And let them admonish the boys to stick to the farm and cultivate the old homesteads. Never mind the climate, and if the soil be hard put to the more strength with more wit to direct. Mother Earth is an eccentric old lady, but with a whole lap full of bounties for her children of all climes who learn to humor her whims and caprices.

It is a duty all good teachers take delight in to teach and enforce the cardinal and social virtues. Make these lessons practical. Virtue and moral purity are to take rank with health and personal beauty. *Depravity is deformity, temptation is contagion, transgression is disease*, and positive precepts of morality, like those of hygiene, are only declaratory of a prior if not "higher" law existing in the native fitness of things.

Human nature they need to be well versed in,—an old work in print long before Euclid. They must be self-reliant, with plenty of pluck and nerve, and what we call presence of mind. Much of what goes for good fortune is nothing but the ability to take time by the forelock. Good aim at sight of game makes the lucky huntsman. Burdens of a lifetime poise on a moment. And the nerves can be educated. We talk about the cunning of the right hand, but it is the nerve deserves the praise. "Instinct is a great matter" in the nervous system, but education will work wonders on it and breed a habit that puts on all the semblance of nature.

Tact in guidance without seeming to command helps make up the stuff good teachers are made of. Schools, like states are ruled too much. Govern by keeping the attention. Interest the little fellows. When they get tired of books take up something else. Talk about and explain their five senses, one after another, anything to hold their minds and do them good. Not see everything. Adopt the mother's maxim, and treat them sometimes to a little "wholesome neglect."

We ought to unite some of our districts. A few years ago small districts were in vogue. Every man must have a school house at his own door. Now consolidation is in order. And it is a good time to adopt it, for we won't be much troubled with surplus school house property.

A timely admonition as to paucity of scholars, on a former occasion, was abundantly heeded in one locality. What we said then to all we say again to the still remiss and with more boldness because this time our precept is aided by example.

March 1, 1871.

W. T. NORRIS.